Infusion of Ethics in Academic and Clinical Coursework: One University’s Story

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Objectives

• To present strategies used at Longwood University to infuse ethics throughout the academic and clinical
• To facilitate a discussion among participants about innovative approaches

“Academically Adrift”
Arum and Roksa, 2011

• Lack of development of critical thinking skills in college students
  – 45% showed no growth in first two years of college
  – Aside from humanities majors, the majority of college students report not having to write more than 20 pages/semester

Introducing Students to the ASHA Code of Ethics

• First practicum course at start of grad program
  – Ethics and morality
    • Development
    • Application
  – Codes of ethics guiding professions
  – Discussion of ASHA Code
    • principles & rules discussed

Application of the Code

• Ethical issues as a student clinician
  http://www.asha.org/practice/ethics/roundtable/
  Discussion of the cases involving students
• Consequences of violating the code
  • ASHA Leader sanctions published

Students’ Demonstration of Ethical Behavior

• Evaluation of ethical behavior in clinical assignments
  – Ethical Practice— Conducts all clinical work in accordance with Longwood University Communication Sciences and Disorders Handbook, ASHA Code of Ethics, and the ASHA Scope of Practice in Speech-Language Pathology. Protects and maintains confidentiality of all client related information in clinic and classroom settings, complying with HIPAA, FERPA, and clinic protocols.
Achieving competency

- Expectation of rating of “competency” each semester by each supervisor (0-4 rating)
  - Competency is 3

Remediation Plan

- Face to face meeting with student, clinical director and program director
- Written plan
  - Targeted activities
  - Timeline for submission
  - Meeting to discuss results

External placements

- Supervisor notebook includes 2003 ASHA Leader article:
  Supervision of Student Clinicians: Modeling Ethical Practice for Future Professionals by Deborah King

EDUC Research Course
(tailored to CSDS majors)

- Legal issues
  - National Research Act, Buckley Amendment
- Design and data collection issues
  - Permission, informed consent, confidentiality
  - Control groups, length of study
- Role of IRBs

Class Discussions

- Studies
  - Tuskegee study
  - Milgrim study
  - Autism and MMR vaccine
- Ethical issues in hypothetical research studies

Ethics and Professional Issues Course
(2 credits)

- application of the Code of Ethics through case studies
- classroom debates
- reflective journals
First Day: Student Reflection

- Personal values that influence decision-making
  - Culture, emotions, peer opinions, legal issues, religious beliefs
- Attitudes about ethics and morality

Adapted from materials in Ethics Education

Journaling

- Daily 2 page journal on specific topics
  - What is ethics?
  - Personal ethical dilemma.
  - The need for Issues in Ethics statements.
  - Ethical cases from text/class discussion that address beneficence and non-maleficence, competence and public statements.
  - The Tudor study and ethics in research.

Case Studies

Classroom discussion by topic:

- Beneficence and non-maleficence
- Competence
- Public statements
- Professionalism

Issues in Ethics Statements

http://www.asha.org/Practice/ethics/issues_index.htm

Each student presents an Issues in Ethics Statement to the class

Ethics Essay

- Based on ASHA’s Student Ethics Essay Award
  - Each student rates all essays blindly on the following:
    - Clarity of position
    - Support for argument
    - Analysis
    - Form

One student entered her essay and received 3rd place!
Participation

- Students rated for participation based on engagement, knowledge of readings, respect
  - 10 points of 250 point total

Tudor Debate

- Students read Yairi’s *The Tudor study* and Wendell Johnson from R. Goldfarb’s *Ethics: A case study from fluency*
- Students are divided into 4 teams
  1 & 2 - Argue that Johnson and Tudor acted ethically/unethically according to Code of Ethics at that time
  3 & 4 - Argue that Johnson and Tudor acted ethically/unethically according to the current Code of Ethics

Simulated Board of Ethics meeting

- Each student receives a case
- Researches ASHA Issues in Ethics Statements and policy documents
- Studies Code of Ethics
- Develops proposal regarding violation/no violation of COE
- If violation, develops proposed sanction

Student Feedback

- Rated their acquisition of the following objective
  - Demonstrate the knowledge of, appreciation for, and ability to interpret the ASHA Code of Ethics, including the ability to make professional decisions informed by the code. (KASA IV-G)
  - 1 – 5 scale (5 = well acquired)
  - 4.9 rating (n = 19)

Effectiveness of activities to meet objective (n = 19)

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<thead>
<tr>
<th>Activity</th>
<th>Average Rating</th>
<th>Range</th>
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<tbody>
<tr>
<td>Reflective Journal</td>
<td>3.5</td>
<td>1 - 5</td>
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<tr>
<td>Ethics Essay</td>
<td>4.2</td>
<td>3 - 5</td>
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<tr>
<td>Ethics case studies discussion</td>
<td>4.8</td>
<td>4 - 5</td>
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<tr>
<td>Simulated Board of Ethics meeting</td>
<td>4.9</td>
<td>4 - 5</td>
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<td>Tudor debate</td>
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Readings


Faculty Resources

• ASHA Ethics web pages
  – Board of Ethics procedures
  – From the Director of Ethics
  – Issues in Ethics
  – Ethics Roundtable
  – Ethics articles from the ASHA Leader

Faculty Resources continued

• Ethics Education